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ABSTRACT

This document is one of a series designed to aid instructors in meeting the consumer-homemaker needs of low-income adult learners. The information contained in this part provides idea starters for developing ways to encourage the adult learner to broaden his experiences. The contents are mainly a presentation of 91 slides that suggests methods based on fundamental principles of learning. A source list and bibliography are included. Other publications in this series include: "Creating a Learning Environment," "Determining Program Content," and "Selecting Teaching Techniques." (Editor/CK)

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Motivating the Learner

Ideas for Instructors of Consumer-Homemaking Programs

WORKING WITH ADULTS

AC 010 859

HE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12224
1971

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Home Economics Education

Motivating the Learner

Ideas for Instructors

of Consumer-Homemaking Programs

WORKING WITH ADULTS

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224
1971

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Foreword

Consumer-homemaking centers are designed to help meet the needs of individuals living in socioeconomically disadvantaged areas. The programs at the centers generally encompass the range of topics associated with home economics. The participants attend the centers voluntarily and sustained attendance is dependent upon the ability of the programs to satisfy individual needs. Many of the participants have lost faith in formal education, so the methods, techniques, and materials that are used at the centers need to be innovative and selected in terms of their appropriateness for specific individuals.

The development of materials designed to help individuals improve their effectiveness as they work with participants at local consumer-homemaking centers in the State was initiated by Laura M. Ehman, Chief of the Bureau of Home Economics Education. The purpose of this publication is to help supervisors and instructors develop ways to motivate the adult learner by applying the basic principles of learning to the teaching situation. Other publications in this series include: *Creating a Learning Environment*, *Determining Program Content*, and *Selecting Teaching Techniques*.

Appreciation is expressed to Dorris M. Closs, associate professor of home economics education, State University College at Buffalo, for preparing the materials for this publication. The Bureau is grateful to Marjorie Sherman, supervisor of Home Economics, Schenectady, and to Betty Moolick and her staff at the Washington Irving Living Center, Schenectady, and to Gwen Burwell and her staff at the Womens Creative Workshop, Albany, for their understanding, patience, and cooperation during the picture-taking sessions at their respective centers. The pictures at the Albany and Schenectady centers were taken by Edward S. Kennedy, Department photographer.

Assistance relating to content was provided by Gertrude Jacoby, consultant to the Bureau of Home Economics Education. Nelson S. Maurer, associate in the Bureau of Continuing Education Curriculum Development, coordinated the project and prepared the manuscript for publication.

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Overview

Motivating the Learner is part of a series designed to help adult home economics education supervisors and instructors meet the consumer-homemaking needs of the low-income adult learner. The information contained in this part provides idea starters for developing ways to encourage the adult learner to broaden his experiences.

The material may be used independently or with the other parts in this series. Supervisors may use the presentation for inservice training of selected personnel or as a topic for discussion during a general staff meeting. In addition, the material may be reviewed individually to secure insights for ways of improving a specific phase of a consumer-homemaking program. Also, the slides may be used by educational institutions as part of a preservice training program for persons entering the field of home economics education. The supervisor or instructor may use the script prepared for the presentation or the script may be omitted and the slides used as a focal point for group discussion.

In this slide presentation, methods based on fundamental principles of learning are suggested for motivating the adult learner. For each principle, several techniques are presented which show how the rule may be applied to specific teaching situations. Thus, effective instruction is a key to motivating the learner.

A source list is included but it is not to be considered exhaustive nor interpreted as being approved by the State Education Department. A bibliography is provided to give the opportunity for further investigation of the topic.

Suggestions for Using the Slides

A major advantage of a slide presentation is its flexibility. It may be shown in part or in whole, with varying speeds, or in conjunction with other instructional media. While no particular amount of time is recommended for using the slides, it is suggested that a variety of other learning activities be used and the instructor not devote an excessive amount of time to the slide presentation.

The slides also serve to motivate the participants, since they respond to familiar scenes and attractive pictures in color. When working with adults, it is well to remember that much can be learned from each other. It is with the idea of getting people totally involved and bringing out the maximum contribution that each can make that these suggestions are made. A slide presentation lends itself well to asking interesting questions of the class to bring about a high level of involvement. This is essentially a type of built-in motivation.

The following material may be used by the instructor as he prepares an overall plan for the use of the slides. The ideas presented here should allow for comprehensive coverage of content and efficient use of class time. The following are steps to consider when preparing an overview plan for use with the slides:

Plan the Presentation
Prepare the Equipment and Materials
Orient the Class
Present the Lesson
Summarize Concepts and Understandings
Evaluate Knowledges Acquired
Followup Opportunities

PLAN THE PRESENTATION

Always preview the slides to familiarize yourself with their content. While previewing the slides, prepare comments which might answer such questions as:

Why is the material presented important?
What are the important terms and understandings used in the slides?
What are some appropriate topics which could be used to stimulate class discussions?

PREPARE THE EQUIPMENT AND MATERIALS

Before the class begins, check over the equipment to see that it is all there and in working order. Practice inserting, removing, and focusing

the slides several times so that you feel at ease using the equipment. Arrange the room so that everyone can see and is comfortable. Have a screen ready and place it so that the least amount of outside light is reflected onto it. The wall may be used, but a beaded screen is much more desirable. The larger the room and the larger the group of viewers, the larger the picture needed. Be sure there is a table for the projector, an electrical outlet, an extension cord (the cord with the projector is usually short), and a spare projector lamp available in case the one in use fails. If the class is held during the day, be sure the room can be darkened. Check to see that the lights can be turned off without cutting off power to the projector. At the conclusion of the presentation, allow the fan on the machine to cool the equipment for a few minutes before completely shutting off the power to the projector.

ORIENT THE CLASS

Introduce the slides with some remarks about what the class will see. Discuss the more important terms used in the slides.

PRESENT THE LESSON

The slides may be used as a whole or as a part which is appropriate to the needs of the participants. It may also be stopped at any slide for discussion or questions and then continued. Inasmuch as the majority of these slides focus on the area of clothing, some time should be spent in considering how the principles of learning can be related to other areas of home economics. Present your comments and encourage discussion and questions from the participants.

SUMMARIZE CONCEPTS AND UNDERSTANDINGS

Itemize the important learnings on a chalkboard as they are contributed by the class. Allow time for participants to raise other questions which may lead to a more complete understanding of the topic. Encourage participants to keep some kind of notations for future use.

EVALUATE KNOWLEDGES ACQUIRED

Prepare a list of questions which might assist participants to evaluate how well they have learned the important points of the lesson. One approach might be for the instructor to present the questions, and pause for a few moments to allow participants to organize their ideas before they give their answer. Interest could be motivated by asking the participants to keep track of the number of their correct answers.

FOLLOWUP OPPORTUNITIES

Introduce new topics for discussion which will motivate the participants to project their understandings and explore new knowledges.

Text of the Scripts for the Slides

The following text of the scripts for the slides is provided for supervisors and instructors who may wish to become familiar with the material covered in the presentation.

	Script	*Slide*
(1)		(1) Credit slide
(2)		(2) Presents
(3)	Working with adults Motivating the Learner	(3) Title slide
(4)		(4) Credit slide
(5)	As an instructor, have you experienced the thrill of seeing an adult become motivated to attempt	(5) Working on a dress
	and	
(6)	satisfactorily complete a new learning experience?	(6) The completed dress
	Discovering and developing the skill required to rub the stone of interest with the stone of need, at just the right angle and momentum for creating the spark to ignite the learning process is a priority task of the person working with adults from economically depressed areas. In this slide presentation, we shall consider motivation as it relates to effective instruction.	
(7)	The adult learner is a voluntary participant, and he must be consistently motivated or he will probably become a dropout.	(7) People working on projects

(8)	How can the instructor motivate the adult learner? To answer this question, we must think through and apply the basic principles of learning to the adult teaching situation.	(8) Instructor and participant working on a project
(9)	The principles of learning considered in this slide presentation are: Adults learn best what they want to know.	(9) Title slide
(10)	Experiences are more meaningful when built upon step-by-step learning situations.	(10) Title slide
(11)	Adults learn that which has personal meaning for them.	(11) Title slide
(12)	The more adults are involved, the more they are likely to learn.	(12) Title slide
(13)	Adults learn best when they feel secure. (and)	(13) Title slide
(14)	Nothing succeeds like success. We shall consider each of these principles and give suggestions how the instructor may apply the implications in his teaching.	(14) Title slide
(15)	Let us first consider the statment that adults learn best what they want to know.	(15) Title slide
(16)	To apply this to the teaching situation, the instructor must determine what it is the adult wants to know, and then incorporate these wants in the teaching plan.	(16) Title slide

(17) One way the instructor and aide can determine the reasons why each person came to the program, is to invite participants to arrange the chairs in a circle

(17) People arranging chairs

and

(18) during coffee time, organize a series of questions which all participants can respond to without embarrassment.

(18) Group having refreshments

(19) Such questions might include:

(19) Title slide

What is your name?

What area of the city do you live in, or on what street or road do you live?

In what country or section of the United Stated were you born?

Do you have any children?

What is one thing you hope you'll be able to do at the center?

(20) The instructor and aide should show what is to be done. The technique may be introduced by saying, "As a group, we would like to become better acquainted. During the break today, Mary, our aide, is going to ask us a few general questions that can be answered easily. I will start and answer each question first. Then, we will go around the circle and each of you can tell what you wish. Mary, what is the first question ?"

(20) Group in living area

(21) Depending upon the makeup and rapport of the group, the instructor might use a tape recorder and following the session the tape could be replayed so the participants might hear themselves.

(21) Tape recorder on a stand

Also, this would provide the instructor with the information gained from the questions.

(22) In addition to this, the instructor may wish to converse with each participant in a conference-interview situation to determine individual interests and desires.

(22) Instructor visiting with a participant

(23) Sometimes simple pretests are effective for determining the knowledge and skills the adult has. These may be verbal, practical, or written. The instructor needs to be sure the adult does not view these tests as a threat to his ego. Instructors generally avoid the use of written tests.

(23) Working at a sewing machine

(24) After determining individual needs, a variety of learnings should be suggested along with illustrations and sample projects. Participants should be free to select projects they would like to pursue.

(24) An exhibit of projects

(25) After the learnings and projects have been selected, members will need to determine the evidences that will show a movement toward the successful completion of the chosen activity. Simple goals and evidences which indicate accomplishments need to be identified during the planning stage so that progress can be measured.

(25) Developing steps to show accomplishments

(26) Before moving to the next main point about the way adults learn, let us think how else the instructor might identify the interest and needs of the adult learner.

(26) Cartoon

Note to instructor. Review with the audience different ways of identifying the interests and needs of the adult learner.

(27) Now, let's go on and consider the fact that experiences are more meaningful when built upon step-by-step learning situations.

(27) Title slide

(28) The teaching implications for this fact are:

Help adults identify the sequential steps contained in the learning project.

(and)

Show how small segments of information fit together and contribute to the desired outcomes or learning.

(28) Title slide

(29) The instructor should help a person analyze the steps that are necessary to complete a project.

(29) Instructor working with a participant

(30) A chart may be developed which shows these steps.

(30) Progress chart

(31) The instructor can use the chart to help the adult learner determine which step needs to come first and why.

(31) Instructor and participant at progress chart

(32) Then, the participant may checkoff each step as it is completed. This will provide a tangible means for the participant to see and recognize progress.

(32) Participant checking a progress chart

(33) The third principle reminds us that adults learn that which has personal meaning for them.

(33) Title slide

(34) The implications for this principle are:

(34) Title slide

Adjust the content to meet the needs of each adult learner.

Teach on the level of the participant's background and experience.

(and)

Use a variety of methods and activities to stimulate interest and greater self-confidence.

(35) A specific teaching suggestion for this principle would be to establish the instruction at a level that offers a challenge but not so difficult that the participants become discouraged and lose interest. To do this, the instructor should:

(35) Simplified instructions

(36) show as well as tell,

(36) Demonstration

(37) give the opportunity for practice,

(37) Participant working

(38) provide a chance to check accomplishments,

(38) Participant looking over instructions

and

(39) reinforce learnings with duplicated or printed materials that may be taken home.

(39) Instructor discussing printed instructions with participant

(40) Another suggestion would be to teach one thing at a time,

(40) Group working on projects

and

(41) be sure it is understood before going to the next step.

(41) Instructor helping participants

(42) The instructor has to be alert and observe the adult learners for signs of frustration, lack of interest, and inability to see or hear clearly. In this scene we find a range of reactions from apparent interest to lack of interest and boredom.

(42) Demonstration

Perhaps the lesson topic or teaching technique needs to be changed to improve this situation.

(43) The instructional staff needs to listen carefully and answer questions honestly. When working with adults from economically depressed areas, the instructor and aide may have to listen very closely, due to the variations in speech.

(43) Instructor with a group of participants

Those of Puerto Rican background will pronounce words differently than those with southern or northern backgrounds. It is important for the participant's ego to be understood by the instructor and the aide.

(44) Also, questions should be answered honestly. Remember to be tactful and kind in all responses.

(44) Instructor working with participants

(45) When corrections are necessary, try to find something else that has been done that can be praised. Say kind things often, but be sure it is justified for people quickly lose respect for those who are insincere.

(45) Instructor praising participant

(46) The instructor needs to use a variety of methods and activities to stimulate interest and develop greater self-confidence. Methods and techniques of teaching should be selected in terms of the:

(46) Title slide

adult learner;

subject matter being taught;

and

space, equipment, time, and money available.

(47) Part 4 of this series entitled, *Selecting Teaching Techniques*, gives a brief description, guides for using, and learning experiences for a number of appropriate teaching methods and techniques. These will provide ideas and suggest different ways that learnings may be presented.

(47) Part 4 booklet

(48) Before we consider the next rule of learning, let's think of all the possible ways an instructor might use to teach the concept that children need love in order to grow and develop into healthy adults.

Note to instructor. Review with the audience different instructional techniques that could be used to teach the above concept.

(48) Title slide

(49) Now, let us consider the fourth rule of learning. It states that the more adults are involved, the more they are likely to learn.

(49) Title slide

(50) Teaching implications for this rule include:

Involve adults in the learning situation: do not let them just sit, look, and listen.

(and)

Provide the opportunities for the adults to share their knowledge.

(50) Title slide

(51) The participant needs to be involved in all phases of the teaching-learning process. He should be involved in the:

planning process

learning process

teaching process

(51) Title slide

evaluating process

managing process

Only as he participates in each of these activities, can he realize the maximum benefits from his time spent at the center.

(52) Involvement of the whole group in the planning process can be achieved by planning for such functions as study trips, exhibits, resource speakers, and center activities.

(52) Group planning a study trip

(53) Individually, the adult learner can plan with the instructor the project he would like to do, the steps involved, and ways to evaluate the progress of the project.

(53) Instructor working with a participant

(54) Participants may become involved in the teaching process as they share their specialities with the group by giving a demonstration.

(54) Participant giving a demonstration

(55) Also, participants may help each other with their projects,

(55) Participant helping another adult

or

(56) offer assistance when they see procedures being done incorrectly. This participant evidently missed the demonstration on the breaking of an egg.

(56) Participant breaking an egg

(57) The girl on the left is explaining why the procedure being used is wrong.

(57) Participant helping another adult

(58) She offers to show the correct way to crack the shell,

(58) Participant breaking an egg

and

(59) put the contents into a separate dish,

(59) Putting contents into a separate dish

(60) before combining them with the other ingredients. Such experiences build self-confidence and foster a cooperative spirit among participants.

(60) Adding contents to other ingredients

(61) Involvement in the evaluation process is automatic when the evaluation becomes a part of the total learning experience. Methods for identifying accomplishments are considered and determined as the project is planned. Also, each individual is encouraged to keep track of his own achievements. In this way, the adult learner will acquire the ability to evaluate his activities.

(61) Instructor and participant in front of a progress chart

(62) Many worthwhile and related learnings can be incorporated into the instructional program by sharing center responsibilities with participants. Involve participants in the care

and

(62) Instructor showing minor maintenance of a piece of equipment

(63) selection of equipment.

(63) Group in appliance store

(64) Also, have participants contact members that are absent from the center to let them know they are missed. Encourage participants to share in the phases of the managerial aspects of the center most suited to their interests and abilities. No one should be forced to do something against his will. All major cleaning and maintenance tasks should be done by people hired for that purpose.

(64) Participant on the telephone

(65) Also, when participants have the opportunity to share in the responsibility of the center, they may take the initiative and become involved in a special project.

(65) Dollhouse

Additional playthings were needed in the child care area and a participant planned and built a dollhouse

(66) which was enthusiastically accepted by the instructor.

(66) Instructor inspecting dollhouse

(67) Another rule of learning states that adults learn best when they feel secure.

(67) Title slide

(68) Teaching implications for this principle include:

(68) Title slide

Adults should feel that the instructor and aide enjoy working and doing things with them.

Adults should sense that they are valued as individuals.

(and)

Adults should have the opportunity to make worthy contributions and to teach each other.

(69) Suggestions for involving these implications include:

(69) Participant trying to get instructor's attention

being alert for the participant

(70) who may be waiting to get your attention,

(70) Instructor going toward participant

(71) being understanding because you realize that learning new skills may require changing old patterns,

(71) Instructor working with participant

and

(72) explaining that this is a common problem and not one necessarily peculiar to older people.

(72) Instructor talking to participant

(73) The feeling that the teaching staff is really concerned and values the participants' thinking is further increased by asking for their advice

(73) Opening a large package in front of group

(74) on the utilization and storage of new purchases for the center.	(74) Instructor getting suggestions from group
(75) Adult participants acquire the feeling that the instructor and aide enjoy working with them when they are greeted with enthusiasm. The saying "Enthusiasm is not taught — it is caught" is especially applicable in the consumer-homemaking center.	(75) Title slide
(76) The instructor can show the participants they are valued by: sending a note to a member who is sick, or a card on the occasion of some special event;	(76) Participant reading a card
(77) asking members to bring in samples of completed projects to show to new participants;	(77) Group looking over projects
(78) asking participants to share their special skills by giving demonstrations;	(78) Participant giving a demonstration
(79) helping members as they prepare their shopping lists;	(79) Instructor working with participants
(80) arranging to take participants to a supermarket and assisting them with their purchases;	(80) Group leaving on a shopping trip
(81) helping individuals to complete applications for a job, make requests for credit, or file insurance claims; and	(81) Instructor helping a participant
(82) making available to participants bread and rolls collected from a local bakery.	(82) Participants picking out baked goods
(83) Our sixth and final rule of learning states that nothing succeeds like success.	(83) Title slide
(84) Teaching implications for the staff relative to this principle are:	(84) Title slide

Adults must have the opportunity to be successful, because a satisfying experience makes a person want to learn. The incentive to learn is often deadened by too many failures.

Adults and instructor both should appraise periodically the progress that is being made toward the desired accomplishments.

(85) Participants can be helped to realize success and thus be encouraged toward further learnings by:

(85) Instructor working with a participant

providing short units of work;

(86) checking regularly the progress being made toward satisfactorily completing a project;

(86) Instructor and participant in front of a progress chart

(87) giving approval promptly upon accomplishment of a task, or project;

(87) Participant showing instructor a completed project

(88) publicizing participants' achievements in a center newsletter;

(88) A newsletter

and

(89) exhibiting projects during an open house or at a shopping center.

(89) Project display

(90) When participants leave your center, have they been motivated so that they leave with a sense of accomplishment and a willingness to return and solve problems that a short while ago they would have given up on? This challenging and exciting task of motivating the adult learner is the responsibility of the whole staff and can be accomplished if all members will apply the following principles of learning as they work with the participants:

(90) Group leaving a center

(91) Adults learn best what they want to know.

(91) Title slide

Experiences are more meaningful when built upon step-by-step learning situations.

Adults learn that which has personal meaning for them.

The more adults are involved, the more they are likely to learn.

Adults learn best when they feel secure.

(and)

Nothing succeeds like success.

Source List

AFL-CIO Pamphlet Division
815 16th St., NW.
Washington, D.C. 20006

Adult Education Association of the U.S.A.
1225 19th St.
Washington, D.C. 20036

Alcoholics Anonymous
Box 459
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New York, N.Y. 10017

Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, Mass. 02110

American Banking Association
Banking Education Committee
90 Park Ave.
New York, N.Y. 10017

American Home Economics Association
1600 20th St., NW.
Washington, D.C. 20009

American Vocational Association
Division of Home Economics Education
1510 H St., NW.
Washington, D.C. 20005

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610 South Forest St.
Ann Arbor, Mich. 48104

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New York, N.Y. 10016

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Cooperative Extension Service
Auburn, Ala. 36830

Basic Books, Inc.
404 Park Ave., South
New York, N.Y. 10016

Behavioral Research Laboratory
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Council for Family Financial Education
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